

#### MAINE DEPARTMENT OF EDUCATION

The federal *No Child Left Behind Act of 2001* (*NCLB*) requires all states, school districts, and schools to provide annual report cards to parents and communities that include <u>Maine Comprehensive Assessment System</u> (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on "highly qualified" teachers. This report card also displays statewide academic achievement results in grades four and eight on the <u>National Assessment of Educational Progress</u> (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine's NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being "proficient" in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at <a href="https://www.maine.gov/education/nclb/index.html">www.maine.gov/education/nclb/index.html</a> or by contacting the NCLB Clearinghouse at 624-6705.



## 2010-2011 NCLB Report Card

School: Narraguagus High School

SAU: RSU 37 / MSAD 37

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Accountability Data
Maine Teacher Quality Data

#### 2010-2011 NCLB **Report Card**



School: Narraguagus High School

SAU: RSU 37 / MSAD 37

16

16

16

High School Grade:



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f Tested Students

Alternate Assessment

> 0 0

												DEFAITIBLE
					Re	ading A	ssessm	ent Dat	a			
					Percent of S	tudents at Leve	Percent of	Number of				
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessmen
All Students	2008-2009	52	52	100	48	41	49	8	40	31	21	52
All Students	2009-2010	55	53	96	42	42	47	8	34	28	30	53
Famala	2008-2009	33	33	100	48	47	53	9	39	36	15	
Female	2009-2010	22	22	100	41	41	49	5	36	41	18	
Male	2008-2009	19	19	100	47	33	46	5	42	21	32	
Male	2009-2010	33	31	94	42	42	46	10	32	19	39	
Caucasian/White	2008-2009	49	49	100	51	44	50	8	43	27	22	
Caucasian/write	2009-2010	51	49	96	45	45	48	8	37	29	27	
African American/Black	2008-2009	0	0				26					
Allican American/Black	2009-2010	0	0				28					
Hispanic	2008-2009	3	3	100			38					
пізрапіс	2009-2010	4	4	100			42					
Asian or Pacific Islander	2008-2009	0	0				46					
Asian of Facilic Islander	2009-2010	0	0				41					
American Indian or Native Alaskan	2008-2009	0	0				32					
American indian of mative Alaskan	2009-2010	0	0				27					
Economically Disadvantaged	2008-2009	26	26	100	38	33	34	4	35	31	31	
Economically Disauvantageu	2009-2010	29	28	97	32	32	31	4	29	32	36	

14

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

0

3

6

3

0

3

3

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

100

100

75

100

100

Migrant

Students with Disabilities

Limited English Proficient

<sup>\*</sup>Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

<sup>\*</sup>Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<sup>&</sup>lt;1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



School: Narraguagus High School

SAU: RSU 37 / MSAD 37

Grade: High School



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**Number of Tested Students** 

Alternate Assessment

0

0

General

ssessment

52

53

Number of Versil													
School Year   Number of Students   School Sudents   Sch						Math	ematics	Assess	ment D	ata			
School Year   Number of Students   School Sudents   Sch						Percent of S	tudents at Leve	el 3 or Level 4	Percent of	Students at E	Each Achieve	ment Level*	
All Students  2009-2010 55 53 96 40 40 40 45 2 38 43 177  Female  2008-2009 33 33 100 36 35 41 0 36 30 33  Male  2009-2010 22 22 100 41 41 41 43 5 36 45 14  2009-2010 33 31 94 39 39 47 0 39 42 19  Caucasian/White  2008-2009 49 49 49 100 31 28 43 0 31 37 33  African American/Black  2009-2010 51 49 96 43 43 43 46 2 41 45 12  African American/Black  2009-2010 0 0 0 16 6 7 5 1	Group		Enrolled	of Tested	Students Tested in								А
Pemale   2009-2010   55   53   96   40   40   45   2   38   43   17   17   18   17   19   10   36   33   33   33   30   33   30   33   33   30   33   35   41   0   36   30   33   33   30   33   31   30   36   35   41   41   43   5   36   45   14   45   45   14   45   45   14   45   45	All Obordonts	2008-2009	52	52	100	33	29	42	0	33	35	33	Г
Female   2009-2010   22   22   100	All Students	2009-2010	55	53	96	40	40	45	2	38	43	17	
Male   2009-2010   22   22   100   41   41   43   5   36   45   14   45   2008-2009   19   19   100   26   21   43   0   26   42   32   25   2009-2010   33   31   94   39   39   47   0   39   42   19   2008-2009   49   49   100   31   28   43   0   31   37   33   31   2009-2010   51   49   96   43   43   46   2   41   45   12   2008-2009   0   0   0   16   22   2   2   2   2   2   2   2   2	Comple	2008-2009	33	33	100	36	35	41	0	36	30	33	Γ
Male         2009-2010         33         31         94         39         39         47         0         39         42         19           Caucasian/White         2008-2009         49         49         100         31         28         43         0         31         37         33           African American/Black         2008-2009         0         0         43         43         46         2         41         45         12           Hispanic         2008-2009         0         0         0         222         0	remaie	2009-2010	22	22	100	41	41	43	5	36	45	14	
Caucasian/White   2009-2010   33   31   94   39   39   47   0   39   42   19	Mala	2008-2009	19	19	100	26	21	43	0	26	42	32	
Caucasian/White         2009-2010         51         49         96         43         43         46         2         41         45         12           African American/Black           2008-2009         0         0         222         0         0           Hispanic           2008-2009         3         3         100         29         0         0           Asian or Pacific Islander         2008-2009         0         0         52         0         0           American Indian or Native Alaskan         2008-2009         0         0         21         0         0           Economically Disadvantaged         2008-2009         26         26         100         19         17         26         0         19         42         38           Migrant         2008-2009         0         0         20         20         0         36         36         29           Students with Disabilities         2008-2009         4         4         100         0         12         0         19         14         10         10         10         10         10         10         10 <td< td=""><td>Male</td><td>2009-2010</td><td>33</td><td>31</td><td>94</td><td>39</td><td>39</td><td>47</td><td>0</td><td>39</td><td>42</td><td>19</td><td></td></td<>	Male	2009-2010	33	31	94	39	39	47	0	39	42	19	
African American/Black  2008-2010  African American/Black  2008-2010  0  0  0  16  2009-2010  16  2009-2010  0  0  0  2022  1  Hispanic  2008-2009  3  3  100  229  4  4  100  40  2008-2010  4  4  100  40  2008-2010  Asian or Pacific Islander  2008-2009  0  0  0  52  American Indian or Native Alaskan  2008-2009  0  0  0  121  Economically Disadvantaged  2008-2010  2009-2010  209  208-2009  206  206  207  38  39  40  40  40  40  40  40  40  40  40  4	Course ion Milita	2008-2009	49	49	100	31	28	43	0	31	37	33	
African American/Black  2009-2010 0 0 0 22  Hispanic  2008-2009 3 3 3 100 29  2009-2010 4 4 100 40  Asian or Pacific Islander  2008-2009 0 0 0 552  2009-2010 0 0 551  American Indian or Native Alaskan  2008-2009 0 0 0 21  2009-2010 0 0 0 28  Economically Disadvantaged  2008-2009 26 26 100 19 17 26 0 19 42 38  2008-2009 0 0 0 19 42 38  Migrant  2008-2009 0 0 0 2009-2010 29 28 97 36 36 28 0 36 36 29  Migrant  Students with Disabilities  2008-2009 4 4 100 0 12  Limited English Proficient	Caucasian/wnite	2009-2010	51	49	96	43	43	46	2	41	45	12	
Hispanic   2008-2009   3   3   100   29	African American/Plack	2008-2009	0	0				16					
Asian or Pacific Islander   2008-2010   4   4   4   100   52   52   52   52   52   52   52	AIIICAII AIIIEIICAII/BIACK	2009-2010	0	0				22					
Asian or Pacific Islander    2008-2009	Lianonia	2008-2009	3	3	100			29					
Asian or Pacific Islander    2009-2010   0   0   51	пізрапіс	2009-2010	4	4	100			40					
American Indian or Native Alaskan    2008-2009	Asian or Pacific Islander	2008-2009	0	0				52					
American Indian or Native Alaskan  2009-2010 0 0 0 28  Economically Disadvantaged  2008-2009 26 26 100 19 17 26 0 19 42 38  2009-2010 29 28 97 36 36 28 0 36 36 29  Migrant  2008-2009 0 0 0 20  2009-2010 3 3 100 20  Students with Disabilities  2008-2009 4 4 100 0 12  Limited English Proficient  2008-2009 3 3 100 19 42 42 44 45 45 45 45 45 45 45 45 45 45 45 45	Asian of Pacific Islander	2009-2010	0	0				51					
Economically Disadvantaged   2008-2009   26   26   100   19   17   26   0   19   42   38	American Indian or Native Alcekon	2008-2009	0	0				21					
Economically Disadvantaged   2009-2010   29   28   97   36   36   28   0   36   36   29	American mulan of Native Alaskan	2009-2010	0	0				28					
Migrant   2009-2010   29   28   97   36   36   28   0   36   36   29	Foonamically Disadvantaged	2008-2009	26	26	100	19	17	26	0	19	42	38	
Migrant         2009-2010         3         3         100           Students with Disabilities         2008-2009         4         4         100         0         12           2009-2010         8         6         75         14         14           Limited English Proficient         2008-2009         3         3         100         19	Economically Disadvantaged	2009-2010	29	28	97	36	36	28	0	36	36	29	
2009-2010     3     3     100       Students with Disabilities       2008-2009     4     4     100     0     12       2009-2010     8     6     75     14       Limited English Proficient	Migrapt	2008-2009	0	0				20					
Students with Disabilities         2009-2010         8         6         75         14           Limited English Proficient         2008-2009         3         3         100         19	wiigiaiit	2009-2010	3	3	100								
2009-2010   8   6   75   14	Students with Disabilities	2008-2009	4	4	100		0	12					
Limited English Proficient	Otudents with disabilities	2009-2010	8	6	75			14					
2009-2010 4 4 100 16 16	Limited English Proficient	2008-2009	3	3	100			19					
	Limited English Proficient	2009-2010	4	4	100			16					

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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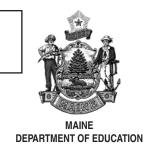
							Accou	ntabili	ty Data	a					
		Reading					Mathematics						Additional Academic Indicator		
	Perce	Percent Tested Target: Percent Meets and Exceeds Target: 71%			Percent Tested Target: Percent Mee 95% Exceeds Target:										
Group	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	46	43	48	98	98	96	36	34	43	86	86	80
Caucasian/White	98	98	96	49	46	49	98	98	96	37	34	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	*	*	94	38	35	32	*	*	94	28	26	27			
Students with Disabilities	*	*	92	*	*	16	*	*	91	*	*	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

<sup>\*</sup>Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2010-2011 NCLB NoChild LeftBehind Report Card Maine Teacher Quality Data

School: Narraguagus High School

**SAU:** RSU 37 / MSAD 37



	Part I: Professional Qualifications								
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.			
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	4	9	3	3	1	0			

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	10

	Part III: Classes NOT Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	9.23

<sup>&</sup>lt;sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <a href="http://www.maine.gov/education/nclb/reportcard/index.html">http://www.maine.gov/education/nclb/reportcard/index.html</a>